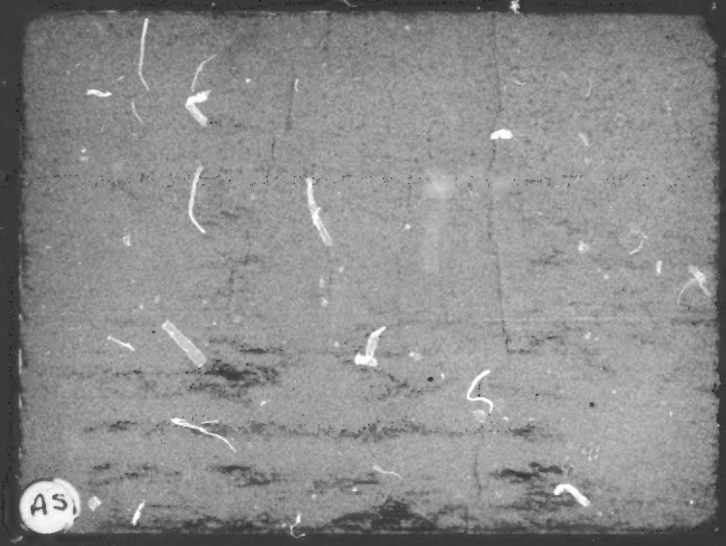

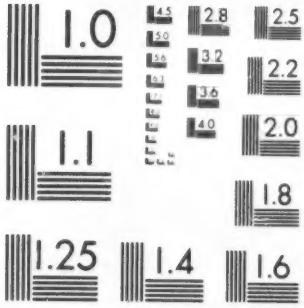

MICROCOPY RESOLUTION TEST CHART
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ABSTRACT

A program for adults with learning disabilities is being conducted at the Educational Testing and Learning Clinic (ETLC) at Orange Coast College (OCC). The program has five components. In order to enroll, the student's basic skill level must be below the eighth grade in reading, spelling, and writing, and below the sixth grade in mathematics. The student's intelligence quotient level must be 85 or above as measured by the Wechsler Adult Intelligence Scale. Diagnostic procedures include a battery of individual tests and conferences with a resident psychologist/counselor. A written report is submitted to an admissions committee for the final placement decision. An Individual Education Plan (IEP), which delineates specific skills to be remediated and materials to be used, is developed by a learning specialist and the students. Students are required to work with a specialist aide for six hours each week and to devote at least two hours to independent study. The student must achieve an 80% competency level each contact hour. Student evaluations are conducted annually, utilizing the diagnostic materials as pre-test data. This descriptive report discusses legal issues affecting special education, and contains the OCC Comprehensive Plan for Students with Learning Disabilities, which considers college philosophy, needs of learning disabled students in Orange County, and specific program objectives, activities, and evaluation methods. (DR)

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YES, THERE'S HOPE FOR ADULTS WITH LEARNING DISABILITIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Presented at the Association for Children with Learning Disabilities, International Convention, San Francisco, CA
March 3, 1979

March 3, 1979

JC 790 497

ABSTRACT

This paper presents an Experimental Model Program for Adults with Learning Disabilities. There is existing a paucity of research papers dealing with this population. The organizational and implementation structure of the program is discussed. The statistical data presented has been collected since the inception of the program. This program is presented and shared as an experimental model that may be replicated nationwide.

INTRODUCTION

The Program for Learning Disabilities at Orange Coast College was started during the 1975-76 school year. The following year was the first complete school year of its existence. Here are some of the statistics of progress taken from the Annual Report of 1976-77:

READING GAINS OF FIVE STUDENTS

	READING AREA	PRE TEST GRADE LEVEL	POSTTEST GRADE LEVEL	GAIN GRADE LEVEL	LENGTH OF TIME IN PROGRAM	HOURS
#1	Reading of Symbols	3.9	12.9	+ 9.0	8 months	128
	Reading of Recognition	4.8	10.6	+ 5.8	10-76 to	
	Reading Comprehension	11.4	12.8	+ 1.4	6-77	
#2	Reading Recognition	8.4	12.9	+ 4.5	12 months	192
	Reading Comprehension	6.8	9.5	+ 2.7	3-76 - 6-77	
#3	Reading of Symbols	3.8	12.9	+ 9.1	10 months	128
	Reading Recognition	7.6	12.9	+ 5.3	9-76 - 6-77	
	Reading Comprehension	9.5	12.8	+ 3.3		
#4	Reading Recognition	11.8	12.9	+ 1.1	4 months	64
	Reading Comprehension	6.2	12.8	+ 6.6	2-77 to 6-77	
#5	Reading of Symbols	6.4	12.9	+ 6.5	5 months 1-77 to 6-77	180

(1976-77)

These students received gains in reading well above the mean reported in the statistical report. Refer to tables on next page.

MEANS, STANDARD DEVIATIONS AND "t" VALUES OF GRADE EQUIVALENTS FOR THE SPACHE DIAGNOSTIC READING SCALES FOR PRE AND POST MEASURES FOR ETLC STUDENTS.

VARIABLE MEASURED	N	PRE TEST		POSTTEST		GAIN		"t" VALUE	INSTRUCTIONAL MONTHS	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION		MEAN	STANDARD DEVIATION
Instructional Reading	34	5.0	1.9	6.2	2.2	1.2	1.0	** -6.52	4.91	2.20
Independent Reading	30	5.3	1.9	6.6	1.9	1.3	1.3	** -5.23	5.10	2.27

* p. > .05
** p. > .01

MEANS, STANDARD DEVIATIONS AND "t" VALUES OF RAW SCORES AND GRADE EQUIVALENTS FOR THE PEABODY INDIVIDUAL ACHIEVEMENT TESTS FOR PRE AND POST MEASURES FOR ETLC STUDENTS

(GRADE EQUIVALENTS)

VARIABLE MEASURED	N	PRE TEST		POSTTEST		GAIN		"t" VALUE	INSTRUCTIONAL MONTHS	
		MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION		MEAN	STANDARD DEVIATION
Reading Recognition	23	(6.6) 51.78	10.43	(9.4) 62.39	12.42	(2.8) 10.52	6.78	** -7.81	5.73	1.78
Reading Comprehension	18	(6.8) 50.44	8.24	(10.0) 60.10	10.60	(3.2) 9.72	5.58	** -6.93	6.16	1.82
Spelling	9	(5.3) 46.44	8.95	(6.0) 49.11	9.40	(.7) 2.67	4.87	-1.64	5.88	1.69

* p.> .05
** p.> .01

(1975-77)

MEANS AND "t" VALUES OF RAW SCORES AND PERCENTILES FOR THE GOLDMAN-FRISTOE-WOODCOCK'S SPELLING OF SOUNDS SUBTEST FOR PRE AND POST MEASURES FOR ETLC STUDENTS

(PERCENTILES)

VARIABLE MEASURED	N	PRE TEST MEAN	POSTTEST MEAN	MEAN GAIN	"t" VALUE	INSTRUCTIONAL MONTHS MEAN	INSTRUCTIONAL MONTHS STANDARD DEVIATION
Spelling of Sounds	49	(3) 12.47	(8) 20.02	(5) 7.55	*** -7.03	5.12	2.35

* p> .05
** p> .01
*** p> .001

MEANS AND "t" VALUES OF RAW SCORES AND GRADE EQUIVALENTS FOR THE WIDE RANGE ACHIEVEMENT TEST'S ARITHMETIC SUBTEST FOR PRE AND POST MEASURES FOR ETLC STUDENTS

(GRADE EQUIVALENTS)

VARIABLE MEASURED	N	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN	"t" VALUE	INSTRUCTIONAL MONTHS MEAN	INSTRUCTIONAL MONTHS STANDARD DEVIATION
Arithmetic	17	(5.0) 33.76	(5.5) 36.71	(.5) 3.05	** 3.01	5.44	2.66

* p> .05
** p> .01
*** p> .001

(1977-78)

MEANS AND "t" VALUES OF RAW SCORES AND GRADE EQUIVALENTS FOR THE PEABODY INDIVIDUAL ACHIEVEMENT TESTS FOR PRE AND POST MEASURES FOR ETLC STUDENTS

(GRADE EQUIVALENTS)

VARIABLE MEASURED	N	PRE TEST	POST TEST	GAIN	"t"	INSTRUCTIONAL MONTHS	
		MEAN	MEAN	MEAN	VALUE	MEAN	STANDARD DEVIATION
Reading Recognition	64	(5.2) 44.73	(6.4) 50.90	(1.2) 6.17	** -2.82	4.93	2.25
Reading Comprehension	60	(5.8) 45.80	(7.5) 51.98	(1.7) 6.18	*** -7.95	5.00	2.28
Spelling	61	(4.2) 41.32	(5.6) 46.70	(1.4) 4.88	*** -5.38	5.04	2.31

* $p > .05$
** $p > .01$
*** $p > .001$

(1977-78)

This progress is the exact opposite of what is usually expected from adults. In the past it has been said that once people reach adulthood and can't read, they never will.

I will describe the components of this program which provides the setting for these learning disabled students. The program will be described as follows:

1.0 Criteria for Enrollment.

2.0 Diagnostic Procedures.

3.0 Remedial Training Program.

4.0 Evaluation Procedures:

4.1 Student

4.2 Program

5.0 Legal Aspects of this Special Education Program.

1.0 Criteria for Enrollment:

The P.L. 94-142 learning disability definition is used to define the criteria for enrollment. The student must have a severe discrepancy between his/her achievement and intellectual abilities in one or more of the basic academic skills of reading, spelling, writing and/or mathematics. This discrepancy must be due to an identifiable learning disability assessed by an accepted standardized test. This discrepancy must not be primarily the results of visual, hearing, motor handicaps, mental retardation, emotional disturbance, or to environmental, cultural or economic disadvantage. The student's basic academic skill levels must be below 8th grade in reading, spelling and writing and be below 6th grade in math. The student's IQ level must be 85 and above in either the verbal or performance areas of the WAIS.

2.0 Diagnostic Procedures:

There is a full-time testing psychologist/counselor as a member of the learning center team. All students are tested individually. His initial test battery includes the WAIS for current intellectual ability and the Wechsler Memory Test for identifying learning disabilities. Academic skill level is tapped by using the following: WRAT -reading recognition; Nelson - reading comprehension; PIAT - spelling; WRAT - math. The psychologist holds an individual conference with each student, after testing is completed. The student is fully informed of all test scores and the recommendation that the psychologist makes based upon this data. The psychologist prepares a written report and presents

it to an Admissions and Dismissals Committee. If the Committee is in agreement and accepts the recommendation, the student is officially enrolled in the program. Each student is notified by mail when he/she will appear on the Committee agenda. It is their choice as to whether or not they will attend the meeting. All Admissions and Dismissals Committee meetings are tape recorded.

3.0 The Remedial Program:

Each student is assigned to a learning specialist immediately after the formal action of the A & D Committee. The learning specialist does some in-depth testing to further define the parameters of the learning disability as well as to help in the development of an Individual Education Plan (IEP). The test instruments used by the learning specialists are:

Spache Diagnostic Reading Tests - supplemental oral reading comprehension

Goldman-Fristoe-Woodcock - sound-symbol test

Nelson Reading Test - Vocabulary section

Key Math

Collect sample of writing skills (informal)

After the IEP is developed, the learning specialist assigns the student to a specialist aide and all three people sit down and review the test data and IEP. This keeps the student fully informed and a member of the team, in fact all three people, sign the IEP. A copy is kept in the student's work folder at all times.

Specialist aides do all of the remedial instruction as outlined in the IEP. They work with no more than three students at a time. The students must commit 8 hours per week, 6 hours with an aide and 2 hours or more as independent study. The students work in 2 hour blocks of time. This framework is comparable to a science lab as opposed to the one-hour lecture classroom. Students are expected to achieve at an 80% level of competency every contact hour. At the end of every

session, the aide reviews the work with the student. Again the student knows exactly where she/he stands. If the student falls below 80% the aide and learning specialist review the material, and review the IEP. Either switching to different remedial training programs or modifying and expanding and revising the training material.

The specialist aide's role is significant to the success of the program and the student's progress. This individualizes and personalizes a custom-tailored program. In addition, the student must be well motivated and "turned-on." In order to maintain the motivation, and encourage and reinforce self discipline, success at the rate of 80% "charges this battery." "Success breeds success." The basic material used in the remedial program is published by Innovative Sciences, Inc. The math series is called Intuitive Math and the language, reading and cognitive skills series is entitled Think. They are basically a cassette and workbook program designed in sequential steps. It is also based upon Dr. J. P. Guilford's (USC) model of the structure of intelligence. The interest level is mature. As an example, one of the early reading stories tells a story about a "guy going into a bar and picking up a chick." There is also supplementary material drawn from every source ranging from special education material to material used in four year college/university reading centers.

4.0 Evaluation Procedures:

Student evaluation is always done annually, more frequently when necessary. The test data collected by the learning specialists is used as pre-test data. The same test instruments are repeated at the end of Spring semester for posttest comparison. Again, the students are informed and a joint decision is made whether or not to continue the following year, or dismissal from the program, or if the student's goals have been reached. This decision is taken to the Admissions and

Dismissals Committee as a recommendation for committee action. Again students are notified when they will appear and they make their own decision as to whether or not they will attend the meeting. There are always many students who attend. An evaluation report is written with statistical information and becomes the Annual Report.

Program evaluation is an integral part of the annual review. The staff reviews and revises as appropriate, the entire program; e.g., procedures, including test batteries, forms, and collects student evaluation and specialist aides evaluations of the program. In this way, we hope to keep the program dynamic and current and meeting the needs of the students. This process is also a way of measuring accountability of staff performance and program performance. The staff contracts run until the end of June in order to conduct this evaluation component. In addition, equipment and teaching materials are put in order, organized and supplies are ordered and readied for the next school year.

5.0 Legal Aspects of Special Education Programs:

In today's world, current laws such as 94-142 and the California "AB 77," have specific inclusions protecting the "consumers'" civil rights of advocacy, informed consent, confidentiality and/or privacy, due process including voluntary participation. These consumer civil rights are built into the mechanical "wheels of process" as students move through the learning. Every effort has been made to implement each category and yet keep a low profile, and low anxiety level. It's a natural part of the program, like "motherhood and apple pie."

Here it is in flow-chart form:

STUDENT REFERRED TO PROGRAM	CIVIL RIGHTS
At initial interview student is told about the program requirements.	Informed Consent
Student given time to make independent decision as to whether or not program is what they want	Voluntary Decision
Student takes initial test battery and psychologist informs student of results and recommendations.	Advocacy
Psychologist's written confidential report and recommendations taken to Admissions and Dismissals Committee for action. Student is notified and decides whether or not to attend the meeting.	Information, Advocacy, Confidentiality, Due Process
Learning Specialist/Instructor testing pretest data and written report and development of the Individual Education Plan. Student is informed during a conference.	Information, Advovacy
Remedial training program, 80% level of performance evaluation completed with student at end of each session.	Information, Advocacy
Year-end testing for posttest data and comparison for progress and/or status of academic skills. Conference with student to tell results and make a joint decision for following semester.	Information, Advocacy
Recommendations taken to Admissions and Dismissals Committee for Action. Student informed and usually attends.	Advocacy, Due Process

APPENDIX

ITEMIZED LIST OF EDUCATIONAL MATERIALS

This list was deleted due to irreproducibility prior to the document's being submitted to the ERIC Document Reproduction Service.

The State of California, Chancellor's Office for Community Colleges required that a Comprehensive Plan for all Special Education Programs be filed. The enclosed chapters are included for your information.

ORANGE COAST COLLEGE

COMPREHENSIVE PLAN FOR 1978-79

FOR

DISABLED STUDENTS AND

STUDENTS WITH LEARNING DISABILITIES

CHAPTER I

PHILOSOPHICAL STATEMENT FOR ORANGE COAST COLLEGE

(56064.1) Orange Coast College, mandated by the Education Code of the State of California, is an institution of higher learning which is responsive to the educational needs of its community.

"The immediate purpose of Orange Coast College is to provide both a route to college study beyond the sophomore level and a variety of pathways to success in occupational fields. In a broader sense, the college is committed to the growth of the individual, as a citizen of his community, nation and the world, and as an enthusiastic and competent participant in his civilization and culture for lifelong continuing
(1.4) education."

In order to implement this philosophy, faculty and administrators provide for accountability through a system of goals and objectives. This system of reporting includes everyone involved in the campus
(1.3) structure: students, support personnel, faculty/administrators.

Historically, Orange Coast College has been and is now sensitive to the needs of the community it serves and to the needs of the diverse groups and individuals that constitute the living embodiment of that community.

The District Mission Statement includes "specialized services to facilitate attendance and achievement." This responsiveness to needs of people was extended to students with physical handicaps prior to federal and state laws mandating such programs.

(1.6) Special concern has been directed toward assuring equal access for students with special needs to all educational opportunities within the college. The general college population is informed of special education programs and services.

At Orange Coast College, the Programs for Special Education are dedicated to providing, within fiscal limitations, appropriate services to qualified students who voluntarily request these services to meet their specific and special needs. These programs respect the individual's right to expand his/her knowledge, to explore ideas, and to take risks. The professional staff accepts the responsibility of working with the student to facilitate and/or provide remedial programs, instruction,
(1.2) guidance, and support services as needed and desired by the student. An objective of primary importance is to maintain constant attention to the development and implementation of individualized education plans. Competencies will be identified in behavioral or functional terms, thus removing the stigma of labels to describe the individual's handicap. The remedial programs and support services are designed to provide the
(1.8) individual with special help in a setting which will promote maximum interaction within the college, and will promote independent living off campus.

(1.9)

Students will be evaluated at the end of each semester. Improvement of competency will be assessed through the use of monitoring devices and/or procedures whose validity has been commonly accepted. Progress will be measured according to each individual education plan.

(1.1)

Students will not be limited to special programs but may concurrently move into the mainstream of college programs as they are academically or otherwise qualified to participate (504 Rehabilitation Act.) Special education programs and support services will not be provided beyond the time when such programs and services are required to meet the educational needs of each student. Neither shall these programs or services be continually provided if and when they (programs and services) are not facilitating measurable progress.

Students who have requested and receive assistance from these programs are guaranteed freedom of choice, equal access to all activities and courses offered by the college, the right to privacy, the right to review
(1.5) personal information records, and all other rights available to the general college population. No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance, when requested and necessary, provided by adaptive or sensory aids or other support services or programs. The facilities and classrooms on the campus shall be accessible in accordance with current regulations (504). In the few cases where classrooms are not accessible,
(1.7) they will be moved to accessible locations for disabled students.

The Education Master Plan for Orange Coast College includes supportive services and programs for handicapped students.

CHAPTER II

NEEDS ASSESSMENT OF DISABLED STUDENTS
AND LEARNING DISABLED STUDENTS

2. DEMOGRAPHICS

Orange County is the ninth smallest county in California in terms of area, covering 782 square miles. It is the second largest county in population, with a 1976 census of 1,738,000 people. From 1970-76, Orange County's population increased by 22%, more than 317,000 people. By 1983, the population is predicted to expand another 22% to 2,118,400 people.

2.1.1 EDUCATION

"The most recent information on the educational attainment of Orange County's over 25 population comes from the 1970 Census and is presented below:

Years of School Completed	Number	Percent
No school years completed	6,337	0.9
Elementary: 8 years or fewer	89,944	12.2
High School: 1 to 3 years	120,297	16.4
High School: 4 years	256,847	34.9
College: 1 to 3 years	145,360	19.8
College: 4 years or more	116,498	15.8
TOTAL	735,385	100.0

Median School Years Completed: 12.6"

2.1.2 COAST COMMUNITY COLLEGE DISTRICT POPULATION

In 1976, the District population was 524,524 people. Projection of population growth by 1986 is a 6.2% gain of 602,530 people. (See page 49 .)

The percentage of handicapped persons has been conservatively estimated to be 15% of the total population. Using the above figures then in 1976 residing within the Coast Community College District boundaries were 34,968 handicapped persons. By 1986, based upon the above projections the population will be 60,168. It is unknown as to how many of these persons would be academically qualified for successful community college matriculation.

Students with learning disabilities are the newest category of handicapping conditions. Data for adults with learning disabilities is meager. In 1968 the National Advisory Committee on Handicapped Children of the United

States Office of Education stated:

> "The total number of children involved cannot be accurately determined until more adequate diagnostic procedures and criteria have been developed. The disorders may range in degree from mild to severe. While the mildest degrees of learning difficulties may be corrected by the classroom teacher the more severe cases require special remedial procedures. A conservative estimate of the latter group would include from 1 to 3% of the school population." 2/

Now, 10 years later, some of that 1 to 3% of the school population should be community college age. A general attitude of these students in high school special education programs and their parents, is that there is nothing provided for them in the educational setting after graduation from high school.

Another segment of the population currently being investigated is the link between crime, delinquency, and learning disabilities. Juvenile delinquents in institutions in the States of Connecticut and Virginia were tested. One-fourth of 129 juveniles were found to have primary learning disabilities. 3/

The State Department of Rehabilitation is currently conducting, under a grant, a state-wide survey of handicapped persons. This Survey will be very useful and informative data. In the meantime, a 1974 chart is included (see pages 50,51.)

2.2 COLLEGE POPULATION TO BE SERVED

The population to be served is a composite of the total day and evening students (26,900) enrolled at Orange Coast College. Orange Coast College serves students with an age span of approximately 17 years to over 60 years. In this age range are many physically handicapped students who, before entering Orange Coast College, had never had the opportunity for requesting specialized remedial programs and/or services.

2.3 ORANGE COAST COLLEGE PROGRAMS FOR SPECIAL EDUCATION

The number of students served since 1975 are as follows:

	1975-76	1976-77	1977-78
Physically Handicapped-through the Disabled Students Center	85	84	90
Speech Therapy Students	37	50	50
Adaptive Physical Education	10	18	37
Educational Testing and Learning Clinic - students with learning disabilities	53	69	92

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Estimated Number of Disabled Persons Aged 16 Through 64 Years, as of July 1974 by Major Disabling Condition, for California Counties

Counties	Total Disabled	Sensory Disorders				
		Total Sensory Disor.	Blind	Vis. Imp.	Deaf	Hear. Imp.
State Total	3,330,000	88,710	14,920	38,900	11,790	23,100
Alameda	175,100	4,660	780	2,050	620	1,210
Alpine	100	10	*	*	*	*
Amador	2,000	50	10	20	10	10
Butte	19,600	520	90	220	70	140
Calaveras	2,900	80	10	40	10	20
Colusa	2,200	60	10	20	10	20
Contra Costa	87,400	2,330	390	1,020	310	610
Del Norte	3,700	100	20	40	10	30
El Dorado	8,200	220	40	90	30	60
Fresno	73,000	1,950	330	850	260	510
Glenn	3,200	90	10	50	10	20
Humboldt	19,000	510	90	220	70	130
Imperial	12,500	330	60	140	40	90
Inyo	3,000	80	10	40	10	20
Kern	67,200	1,790	300	780	240	470
Kings	10,300	270	50	110	40	70
Lake	5,600	150	30	60	20	40
Lassen	2,600	70	10	30	10	20
Los Angeles	1,247,200	33,220	5,590	14,560	4,420	8,560
Madera	10,700	290	50	130	40	70
Marin	25,100	700	120	310	90	180
Mariposa	900	20	*	10	*	10
Mendocino	8,700	230	40	100	30	60
Merced	19,500	520	90	220	70	140
Modoc	1,600	40	10	10	10	10
Mono	700	20	*	10	*	10
Monterey	38,100	1,020	170	450	140	260
Napa	12,600	340	60	140	50	90
Nevada	4,600	120	20	50	20	30
Orange	189,600	5,050	850	2,210	670	1,320
Placer	13,800	370	60	160	50	100
Plumas	2,400	60	10	20	10	20
Riverside	81,600	2,170	370	940	290	570
Sacramento	103,600	2,760	460	1,210	370	720
San Benito	4,000	110	20	50	10	30
San Bernardino	115,200	3,070	520	1,340	410	800

* Less than ten. Columns may not add to total because of rounding errors and because no figures are given for estimates of less than persons.

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Estimated Number of Disabled Persons Aged 16 Through 64 Years, as of July 1974 by Major Disabling Condition, for California Counties

Counties	Total Disabled	Sensory Disorders				
		Total Sensory Disor.	Blind	Vis. Imp.	Deaf	Hear. Imp.
San Diego	205,800	5,480	920	2,400	730	1,430
San Francisco	134,500	3,580	600	1,570	480	930
San Josquin	50,400	1,340	230	580	180	350
San Luis Obispo	19,200	510	90	220	70	130
San Mateo	76,700	2,040	340	900	270	530
Santa Barbara	36,200	960	160	420	130	250
Santa Clara	150,900	4,020	680	1,760	530	1,050
Santa Cruz	21,500	570	100	240	80	150
Shasta	15,900	420	70	180	60	110
Sierra	300	10	*	*	*	*
Siskiyou	6,000	160	30	70	20	40
Solano	21,900	580	100	250	80	150
Sonoma	32,800	870	150	370	120	230
Stanislaus	42,600	1,140	190	500	150	300
Sutter	6,800	180	30	80	20	50
Tehama	5,200	140	20	60	20	40
Trinity	1,500	40	10	10	10	10
Tulare	44,100	1,130	200	510	160	310
Tuolumne	4,200	110	20	40	20	30
Ventura	52,800	1,410	240	610	190	370
Yolo	13,600	360	60	160	50	90
Yuba	8,600	230	40	100	30	60

*Less than ten. Columns may not add to total because of rounding errors and because no figures are given for estimates of less than ten persons.

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Estimated Number of Disabled Persons Aged 16 Through 64 Years, as of July 1974 by Major Disabling Condition, for Cali-for Counties

Counties	Total Physical Disord.	Physical Disorders					
		Amput. & Ortho.	Epil-esy	Heart Disease	Speech Imp.	Digest. Disord.	Other Phy.Dis.
State Total	1,793,890	684,370	35,250	238,250	48,320	150,730	636,970
Alameda	94,330	35,990	1,850	12,530	2,540	7,930	33,490
Alpine	60	20	*	10	*	10	20
Amador	1,080	420	20	140	30	90	380
Butte	10,560	4,030	210	1,400	280	890	3,750
Calaveras	1,560	600	30	210	30	130	560
Colusa	1,180	450	20	160	30	100	420
Contra Costa	47,080	17,950	930	6,250	1,270	3,060	16,720
Del Norte	1,990	750	40	270	50	170	710
El Corado	4,420	1,680	90	590	120	370	1,570
Fresno	39,320	15,010	770	5,220	1,060	3,300	13,960
Glenn	1,720	670	30	230	50	150	610
Humboldt	10,230	3,900	200	1,360	280	860	3,630
Imperial	6,740	2,580	130	890	180	570	2,390
Inyo	1,620	620	30	220	40	140	570
Kerr	36,200	13,810	710	4,810	980	3,040	12,850
Kings	5m550	2,110	110	740	150	470	1,970
Lake	3,020	1,160	60	400	80	250	1,070
Lassen	1,400	520	30	190	40	120	500
Los Angeles	671,890	256,400	13,200	89,200	18,100	56,420	238,560
Madera	5,760	2,190	110	770	160	480	2,050
Marin	14,060	5,360	280	1,870	380	1,180	4,990
Mariposa	490	200	10	60	10	40	170
Mendocino	4,690	1,800	90	520	130	390	1,660
Merced	10,500	4,000	210	1,400	280	880	3,730
Modoc	860	330	20	110	20	70	310
Mono	380	150	10	50	10	30	130
Monterey	20,520	7,820	400	2,730	550	1,730	7,290
Napa	6,780	2,600	130	900	170	570	2,410
Nevada	2,480	940	50	330	70	210	880
Orange	102,140	38,960	2,010	13,570	2,750	8,580	36,270
Placer	7,430	2,820	150	990	200	630	2,640
Plamas	1,300	490	30	170	40	110	460
Riverside	43,960	16,780	860	5,840	1,180	3,690	15,610

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Estimated Number of Disabled Persons Aged 16 Through 64 Years, as of July 1974 by Major Disabling Condition, for California Counties

Counties	Total Physical Disord.	Physical Disorders					
		Amput. & Ortho.	Epil-epsy	Heart Disease	Speech Imp.	Digest. Disord.	Other Phy.Dis.
Sacramento	55,810	21,290	1,100	7,410	1,500	4,690	19,820
San Benito	2,150	810	40	290	60	180	770
San Bernardino	62,060	23,670	1,220	3,240	1,620	5,220	22,040
San Diego	110,870	42,310	2,180	14,700	2,990	9,320	39,370
San Francisco	72,460	27,650	1,420	9,620	1,950	6,090	25,730
San Joaquin	27,150	10,360	530	3,610	730	2,280	9,640
San Luis Obispo	10,340	3.950	200	1,370	280	870	3,670
San Mateo	41,320	15,770	810	5,490	1,110	3,470	14,670
Santa Barbara	19,510	7,450	380	2,590	530	1,640	6,920
Santa Clara	81,290	31,010	1,600	10,800	2,190	7,830	28,860
Santa Cruz	11,580	4,420	230	1,540	310	970	4,110
Shasta	8,570	3,270	170	1,140	230	720	3,040
Sierra	160	60	*	20	*	10	60
Siskiyou	3,230	1,230	60	430	90	270	1,150
Solano	11,800	4,500	230	1,570	320	990	4,190
Sonoma	17,670	6,730	350	2,350	480	1,490	6,270
Stanislaus	22,940	8,740	450	3,050	620	1,930	8,150
Sutter	3,660	1,390	70	490	100	310	1,300
Tehama	2,800	1,050	60	370	80	240	1,000
Trinity	810	300	20	110	20	70	290
Tulare	23,750	9,040	470	3,160	640	2,000	8,440
Tuolumne	2,260	870	40	300	60	190	800
Ventura	28,440	10,840	560	3,780	770	2,390	10,100
Yolo	7,330	2,800	140	970	200	620	2,600
Yuba	4,630	1,750	90	620	130	390	2,650

*Less than ten. Columns may not add to total because of rounding errors and because no figures are given for estimates of less than ten persons.

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Estimated Number of Disabled Persons Aged 16 Through 64 Years, as of July 1974 by Major Disabling Condition, for California Counties

Counties	Total Mental Disorders	Mental Disorders			
		Mentally Ill	Mentally Retarded	Drug & Alcohol	Other Char. Disord.
State Total	1,447,400	70,060	230,110	982,060	165,170
Alameda	76,110	3,680	12,100	51,640	8,690
Alpine	30	*	10	20	*
Amador	870	40	140	590	100
Butte	8,520	410	1,350	5,790	970
Calaveras	1,260	60	200	860	140
Colusa	960	50	150	650	110
Contra Costa	37,990	1,840	6,040	25,770	4,340
Del Norte	1,610	80	260	1,090	180
El Dorado	3,560	170	570	2,410	410
Fresno	31,730	1,540	5,040	21,530	3,620
Glenn	1,390	70	220	940	160
Humbolt	8,260	400	1,310	5,610	940
Imperial	5,430	260	860	3,690	620
Inyo	1,300	60	210	880	150
Kern	29,210	1,410	4,640	19,830	3,330
Kings	4,480	220	710	3,040	510
Lake	2,430	120	390	1,640	280
Lassen	1,130	60	180	760	130
Los Angeles	542,090	26,220	86,190	367,870	61,810
Madera	4,650	230	740	3,150	530
Marin	11,340	550	1,800	7,690	1,300
Mariposa	390	20	60	260	50
Mendocino	3,780	180	600	2,570	430
Merced	8,480	410	1,350	5,750	970
Modoc	700	30	110	480	80
Mono	300	20	50	190	40
Monterey	16,560	800	2,630	11,240	1,890
Napa	5,480	270	870	3,710	630
Nevada	2,000	100	320	1,350	230
Orange	82,410	13,100	13,100	55,920	9,400

*Less than ten.

Mental Disorders by California Counties (continued)

Counties	Total Mental Disorders	Mentally Ill	Mentally Retarded	Drug & Alcohol	Other Char. Disorders
Placer	6,000	290	950	4,080	680
Plumas	1,040	50	170	700	120
Riverside	35,470	1,720	5,640	24,060	4,050
Sacramento	45,030	2,180	7,160	30,550	5,140
San Benito	1,740	80	280	1,180	200
San Bernardino	50,070	2,420	7,960	33,980	5,710
San Diego	89,450	4,330	14,220	60,690	10,210
San Francisco	58,460	2,830	9,290	39,670	6,670
San Joaquin	21,910	1,060	3,480	14,870	2,500
San Luis Obispo	8,350	400	1,330	5,670	950

*Less than ten. Columns may not add to total because of rounding errors and because no figures are given for estimates of less than ten persons.

(56064.2) 2.4 IDENTIFICATION OF THE STUDENT POPULATION

Referrals to programs for special education are generally from three areas:

2.4.1 Campus Referrals

(2.1)

Campus referral sources include the counseling department, the remedial reading department, the study assistance center, health services, faculty, speech clinic, veterans office, and mental health team.

(2.2) 2.4.2 Off-Campus Agencies
(2.3)

Off-campus agencies include, but are not limited to, the Department of Rehabilitation, private clinics, Universities, hospital rehabilitation centers and "feeder" high schools.

2.4.3 Self Referral

Students in need locate services "on their own."

2.5 ON AND OFF-CAMPUS SURVEY AND INFORMATIONAL PROCEDURES

2.5.1 On-campus survey may be accomplished by:

(2.1)

- o. Voluntary self-identification completed at registration.
- o. Distribution of questionnaires in college classes.
- o. Brief interviews with selected college populations.

2.5.2 Off-campus survey:

- o. Mail questionnaire.

(2.2)

- o. Screening at Community Health fairs.
- o. Booths at conferences.

2.5.3 Feeder school interview procedures:

- o. Questionnaires to feeder schools.

(2.3)

- o. Interviews with physically handicapped students.

2.5.4 Faculty/Counselor interview procedures:

- o. Informal, casual basis.

(2.4)

- o. Counselors identify students with problems and refer students to appropriate services.

- o. Faculty identify students in their classes with problems and refer students to appropriate services.

(2.5) 2.5.5 College/Community communication procedures:

Close cooperative professional working relationships are being rapidly developed and implemented within the network of existing community agencies, parent groups and organizations, and professional organizations. These include, but are not limited to:

- o. California Speech and Hearing Association (CSHA)
- o. California Association for the Neurologically Handicapped (CANCH)
- o. California Association for Post Secondary Physically Handicapped Students (CAPED)
- o. Association for Children with Learning Disabilities (ACLD)
- o. California Association for the Physically Handicapped (CAPH)
- o. Department of Rehabilitation
- o. Rehabilitation Hospitals
- o. Social Security Administration
- o. Local High School Districts
- o. Private Institutions
- o. Private Medical Doctors
- o. Mental Health Agencies
- o. Orange County Services
- o. University Clinics
- o. Regional Centers

2.5.6 In order to inform the college personnel and students, the community at large, and interagency/institutions of the services available on (2.6) campus, appropriate brochures will be dissiminated. Special education programs (2.7) and services are also listed in the college catalogue and the class schedules.

2.5.7 In-service workshops will provide the "experiential" approach to (2.8) interested agencies so that they may develop a commonality of interest and (2.9) understanding with the professional staff of Orange Coast College.

(56048)2.5.8 A professional verification of each student's handicapping condition must be in writing. The documentation must identify the disability.
(2.10) The records must be available to the college providing the appropriate and necessary services. At Orange Coast College, the student is informed of this requirement and either voluntarily consents to diagnostic procedures or signs a consent for release of such information from the professional person or organization of their choice.

CHAPTER V

PROGRAM GOALS AND OBJECTIVES
FOR STUDENTS WITH LEARNING DISABILITIES

(56064.4)

EDUCATIONAL TESTING AND LEARNING CLINIC

At the Educational Testing and Learning Clinic (ETLC) a credentialed college psychologist conducts
(4.6) an evaluation to determine the learning disability. The written case study becomes the document of pro-
(4.7) fessional verification of the learning disability. The learning disabled student has specific deficits
(4.8) regardless of the etiology of the learning disability. The classification of the cause; e.g., neurological, biochemical or developmental, is required in order to provide remedial services to the learning disabled student. The remedial services provided do not differ because of the etiology of the disability. The remedial services vary due to the degree and severity of the identified learning disability. Therefore, the following goals, objectives, activities and evaluation will serve for all three etiological categories listed above:

GOAL #1 *The primary goal of the Educational Testing and Learning Clinic is to provide remedial services to those students diagnosed as having a deficit in basic academic areas accompanied by a learning disability. These students are students who have average intellectual ability. Programs will be developed so that students experience success and progress toward their vocational/career/academic goal.*

OBJECTIVE #1	ACTIVITIES	EVALUATION
Establish a referral system for those students who voluntarily request help and recognize the need for assistance in the academic skill areas of reading, math and spelling/writing due to a learning disability.	1.1 The ETLC has been identified as a class in which the student may receive college credit. The class is included in the college schedule each semester.	1.1 Examine Spring and Fall class schedule booklet.
	1.2 A description of the ETLC program is included in the pamphlet of student services printed by the student body association.	1.2 Examine printed material.
	1.3 Pamphlets and flyers will be circulated to the faculty and made available to students at the Disabled Students Center, registration and counseling offices.	1.3 Examine pamphlets.

	1.4 A video announcement is available in the counseling office at all times.	1.4 Examine video announcement.
	1.5 An A-V presentation for instructors is available.	1.5 Examine A-V presentation.
OBJECTIVE #2		
The ETLC program will be discussed with all students inquiring about their need for services.	2.1 An initial interview is conducted by the Associate Dean of Special Education Programs.	
	2.2 The interview describes the special education procedures and requirements needed to participate in the program: o. To be eligible, students must demonstrate a significant discrepancy between ability and academic achievement levels. The students must demonstrate average intellectual potential.	2.2 Examine each students case folder to determine if they signed a written statement indicating that the program was thoroughly discussed with them.
	2.3 At that time, the student is requested to sign a release of information for appropriate school and medical reports.	2.3 Examine case folder for signed forms.
	2.4 The students' rights and advocacy is described to them. All students are informed about their test results, recommendations and the Admissions and Dismissals Committee procedures.	2.4 Examine case folders, as above.
	2.5 The students are informed of the fact that their participation is voluntary and may be terminated if they demonstrate a lack of interest and/or measurable progress.	2.5 Examine case folders, as above.

	2.5 Students are also informed of the Family Privacy Act, and given a written statement. Essentially, no reports will be released without written consent.	2.5 Examine case folders for the Family Privacy Act Statement.
OBJECTIVE #3		
Following the initial interview with the Associate Dean, the college psychologist/counselor initiates the testing process.	3.1 The college psychologist initially conducts an individual diagnostic interview.	3.1 Examine case study folder for evidence of test protocols.
	3.2 In order to assess (1) the academic skill levels, (2) the presence of learning disabilities, and (3) the academic potential of the student, the school psychologist primarily uses the following tests:* o. Wechsler Adult Intelligence Test. o. Detroit Tests of Learning Abilities. o. Peabody Individual Achievement Test. o. WRAT Math. *o. Other tests as may be necessary.	
	3.3 Following the testing, the college psychologist conducts a final interview with the student to give him/her feedback on the test results and to discuss recommendations and/or possible alternative solutions available to the student.	3.3 Examine appointment calendar of college psychologist.

	3.4 The college psychologist then writes case study reports based upon interview and test data.	3.4 Examine student folders for case study report.
OBJECTIVE #4 In order to assure each student "due process" an Admissions and Dismissals Committee procedure has been established.	4.1 The Admissions and Dismissals Committee consists of the following membership: o. Counselor o. Learning Specialists o. College psychologist/counselor o. Associate Dean of Programs for Special Education - Chairperson.	4.1 Examine case study folder for action sheet of the Admissions and Dismissals Committee.
	4.2 The student is notified in writing of time, date and place of meeting. The student is allowed to have someone represent him at this meeting. (56006)	4.2 Examine case folder for copy of written memo and minutes of Admissions and Dismissals Committee meetings.
	4.3 At the meeting, the college psychologist presents the case study.	4.3 Examine agenda and action sheets in case folder.
	4.4 The case is then discussed by members of the committee and the student.	4.4 Examine written minutes of the meeting.
	4.5 A formal vote is then taken and a committee action sheet signed by committee members. A majority vote with each of the four membership catagories present and voting is needed for the committee's decision.	4.5 Examine case folder for committee action sheet.

	4.6 If accepted, the student is then enrolled in ETLC for 4-6 hours of remediation weekly, plus 2 hours or more of independent study.	4.6 Examine case folder for class schedule and class attendance register.
	4.7 The student is assigned to a learning specialist.	4.7 Examine case folder for documentation.
OBJECTIVE #5 The learning specialists will determine specific learning disabilities areas and develop an individual education plan for each learning disabled student assigned to him or her.	5.1 The learning specialist will administer a test battery. This test battery will probe the following learning skills: visual processing, auditory processing and basic academic functioning, in depth.	5.1 Examine each student's case study folder for test protocals.
	5.2 Basic test battery: o. Goldman-Fristoe-Woodcock Auditory Skills Battery (as necessary.) o. Kagan-Reflective/Impulsivity Test (as necessary.) o. Spache Diagnostic Reading Test (as necessary.) o. Key-Math Diagnostic Arithmetic Test (as necessary.) o. Lindamood Auditory Conceptualization Test (as necessary.) o. Vocabulary-Shipley (as necessary.) o. Hooper Visual Organization Test (as necessary.)	

o. Wide Range Achievement Test for Spelling (as necessary.)

o. Other tests as may be indicated.

5.3 Upon completion of testing, the learning specialist will write a diagnostic educational evaluation.

o. This report will be discussed with the student and all test results explained.

5.3 Review learning specialist's written report.

5.4 The learning specialist will develop an individual education plan. This individual education plan will include specific skills to be remediated and materials to be utilized.

o. The learning specialist will assign a specialist aide to work with each student (no more than three students per aide.)

5.4 Evaluate each student's individual education plan in case study folders.

5.5 A conference will be conducted with the learning specialist, student and specialist aide. The individual education plan will be discussed in detail. Each participant in the conference will sign the individual education plan.

5.5 Review written individual educational plan and signatures of learning specialist, specialist aide and student.

5.6 Each student's progress will be evaluated by pre-posttesting.

5.6 Examine and evaluate pre-posttesting data for measurable progress.

o. Examine and evaluate the learning specialist's and specialists aide's reports

o. Examine the student's completed evaluation form.

OBJECTIVE #6

The specialist aide assigned to work with students who have learning disabilities will implement each student's individual education plan.

6.1 Each student will be assigned to a specialist aide, on a three-student-to-one-aide ratio.

6.2 Each student will have a work file located in the ETLC. This file will contain the student's current individual education plan and daily work.

6.3 The student's daily progress will be monitored by graphs and daily logs. An 80% level of achievement is expected.

6.1 Examine specialist aide's assignment sheets for each semester.

6.2 Examine each student's working/study file.

6.3 Evaluation of student's progress:

o. This evaluation may be initiated by the student. There will be an annual evaluation conducted by the professional staff of the ETLC.

o. Evaluate tests from training materials, or other tests used to assess student performance, for achievement level.

o. Each student's performance will be reviewed each semester and/or annually (see above) with the student and specialist aide and recommendations made for the following year.

o. If there is no measurable progress or its equivalent, the student will be informed at the time of a scheduled conference between the student, specialist aide and learning specialist that services will be terminated.

o. Dismissal takes place by bringing the case to the Admissions and Dismissals Committee. The student will be notified of the meeting. The committee will vote upon the recommendation. A majority vote with each of the four membership catagories present and voting is needed for the committee's decision. When necessary, the psychologist and/or the learning specialists will make alternative suggestions; e.g., classes, programs, off-campus agencies which can better meet the needs of the student.

6.4 Each student's individual education plan is current and on-going and up-to-date, in order that the student's needs may be met.

6.4 Review and evaluate each student's individual educational plan.

6.5 Training materials are selected from various categories including, but not limited to:

6.5 Evaluate annually training/remedial materials for appropriateness.

o. Auditory perception, including auditory sequential memory.

o. Audio-visual materials.

o. Communication skills.

o. Grammar.

o. Math.

o. Reading.

- o. Spelling.
- o. Study Skills.
- o. Visual perception (as necessary.)
- o. Vocabulary.
- o. Writing and composition skills.

GOAL #2 *The college psychologist will teach a Psychology 100 Seminar-Introduction to Psychology (a requirement for A.A. Degree) for students with learning disabilities each Fall and Spring Semester.*

OBJECTIVE #1	ACTIVITIES	EVALUATION
Emphasis is on the practical application of scientific psychological principles of the personal, social and vocational adjustment of the normal individual.	1.1 This seminar is an adjunct to large group lectures of Psychology 100. o. This seminar expands upon areas presented in the large group setting. o. This seminar provides valuable information and increases understanding of the course material.	1.1 Review and evaluate psychologist's course outline and grade book.

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